

# Tiered Fidelity Inventory and Action Plan (TFI) - Tier 1

**Directions:** The TFI is intended to be completed by members of a school's System Planning Team, with the active presence and guidance of an external (district) SWPBIS Coach.

Date: \_\_\_\_\_

Tiered Fidelity Inventory – Tier 1				
Tier 1 Subscale and Feature	Definition			Score 0, 1, 2
<b>TEAMS</b>				
<b>1.1 Team Composition</b>	Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	<ul style="list-style-type: none"> <li>• <a href="#">School organization chart</a></li> <li>• <a href="#">Sample PBIS Team Roles</a></li> <li>• <a href="#">Sample Behavior/SEL/MH MTSS Teams Overview</a></li> <li>• <a href="#">Mapping Your Teams (Blank)</a></li> </ul>	0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise 1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80% 2 = Tier I team exists with a coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%	<b>Score:  0</b>
<b>1.1 Action Steps:</b>			<b>By Who:</b>	<b>By When:</b>
• •				
<b>1.2 Team Operating Procedures</b>	Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	<ul style="list-style-type: none"> <li>• <a href="#">Blank School Leadership Team (SLT) Tier 1 Agenda and minutes</a></li> <li>• <a href="#">Tier 1 action plan</a></li> <li>• <a href="#">Sample- SLT to DIT Communication Form</a></li> <li>• Monthly Meeting Schedule</li> </ul>	0 = Tier I team does not use regular meeting format/ agenda, minutes, defined roles, or a current action plan 1 = Tier I team has at least 2 but not all 4 features 2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan	<b>Score:  0</b>
<b>1.2 Action Steps:</b>			<b>By Who:</b>	<b>By When:</b>
• •				

Systems				
<p><b>1.3 Behavioral Expectations</b></p>	<p>School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.</p>	<p>Behavior Expectation (Visible in all settings)</p> <ul style="list-style-type: none"> <li>• <a href="#">Secondary TR Behavior Matrix Example</a></li> <li>• <a href="#">Secondary SHS Behavior Matrix Example</a></li> <li>• <a href="#">Elementary Behavior Matrix Example</a></li> <li>• <a href="#">SOAR Behavior Expectations</a></li> <li>• <a href="#">SOAR Poster Example</a></li> </ul> <p>Evidence of Staff and Student input</p>	<p>0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number            1 = Behavioral expectations identified but may not include a matrix or be posted            2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix)  <b>AND at least 90% of staff can list at least 67% of the expectations</b></p>	<p><b>Score:</b>  <b>0</b></p>
<p><b>1.3 Action Steps:</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>			<p><b>By Who:</b></p>	<p><b>By When:</b></p>
<p><b>1.4 Teaching Expectations</b></p>	<p>Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.</p>	<p>Lesson plans and/or videos for the expectations in all settings</p> <ul style="list-style-type: none"> <li>• <a href="#">Blank Teaching Template</a></li> <li>• <a href="#">Sample Expectations Lesson Plans</a></li> <li>• <a href="#">Secondary Sample Lesson Plan</a></li> <li>• <a href="#">Sample Lesson Plan 2.0</a></li> <li>• <a href="#">New Student Expectations Overview</a></li> <li>• <a href="#">New Student Presentation</a></li> <li>• <a href="#">Student Jeopardy Review</a></li> <li>• <a href="#">Secondary Teaching Presentation and Schedule</a></li> <li>• <a href="#">PBIS Review Games</a></li> <li>• <a href="#">Sample Teaching Video- Hallway Expectations</a></li> </ul> <p>Teaching Schedule</p> <ul style="list-style-type: none"> <li>• <a href="#">Sample Teaching Schedule</a></li> <li>• <a href="#">Sample Teaching Schedule 2</a></li> </ul>	<p>0 = Expected behaviors are not taught            1 = Expected behaviors are taught informally or inconsistently            2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings <b>AND at least 70% of students can list at least 67% of the expectations</b></p>	<p><b>Score:</b>  <b>0</b></p>
<p><b>1.4 Action Steps:</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>			<p><b>By Who:</b></p>	<p><b>By When:</b></p>
<p><b>1.5 Problem Behavior Definitions</b></p>	<p>School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.</p>	<p>Majors/Minors document with definitions</p> <ul style="list-style-type: none"> <li>• <a href="#">Behavioral Referral Definitions Overview</a></li> <li>• <a href="#">Elementary Majors and Minors Definitions</a></li> </ul> <p>Behavior Flow Chart for managing behaviors</p> <ul style="list-style-type: none"> <li>• <a href="#">SWIS Sample Flowchart</a></li> <li>• <a href="#">Westwood Behavior Flowchart</a></li> </ul>	<p>0 = No clear definitions exist, and procedures to manage problems are not clearly documented            1 = Definitions and procedures exist but are not clear and/or not organized by staff- versus office-managed problems            2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families</p>	<p><b>Score:</b>  <b>0</b></p>

		<ul style="list-style-type: none"> <li>• <a href="#">Discovery Elementary Behavior FlowChart</a></li> <li>• <a href="#">Elementary Behavior FlowChart</a></li> <li>• <a href="#">SHS Behavior Flowchart w/ Classroom Interventions</a></li> <li>• <a href="#">Elementary PBIS Flow Chart w/ Classroom Interventions</a></li> <li>• <a href="#">Elementary Behavioral Referral Form with Definitions</a></li> <li>• <a href="#">HHE Behavioral Referral Form w/ Classroom Interventions</a></li> <li>• <a href="#">Secondary Behavioral Referral Form w/ Classroom Interventions</a></li> <li>• <a href="#">Continuum of Responses PPT</a></li> </ul> Posted in handbooks or on website		
<b>1.5 Action Steps:</b> • •			<b>By Who:</b>	<b>By When:</b>
<b>1.6 Discipline Policies</b>	School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	<ul style="list-style-type: none"> <li>• Majors/Minors document with definitions</li> <li>• Behavior Flow Chart for managing behaviors</li> <li>• In handbooks or on website</li> </ul>	0 = Documents contain only reactive and punitive consequences 1 = Documentation includes and emphasizes proactive approaches 2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use	<b>Score:</b>  <b>0</b>
<b>1.6 Action Steps:</b> • •			<b>By Who:</b>	<b>By When:</b>
<b>1.7 Professional Development</b>	A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: <i>(a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.</i>	<ul style="list-style-type: none"> <li>• Professional development calendar: to teach all staff about the 4 core components; A refresh plan each year; An onboarding plan for all new staff</li> <li>• <a href="#">PBIS Start Series Session 2</a></li> <li>• <a href="#">PBIS School Staff Overview Training</a></li> <li>• <a href="#">Sample Staff PD Overview</a></li> <li>• <a href="#">PBIS: Continuum of Responses Overview</a></li> <li>• <a href="#">PBIS: Acknowledging Behavior Overview</a></li> <li>• <a href="#">Behavior Interventions in the Classroom Video Series</a></li> </ul> Behavior Referral Training <ul style="list-style-type: none"> <li>• <a href="#">Referral Training Activities for All Staff</a></li> <li>• <a href="#">Defining Problem Behavior Scenarios</a></li> </ul>	0 = No process for teaching staff is in place 1 = Process is informal/unwritten, not part of professional development calendar, and/or does not include all staff or all 4 core Tier I practices 2 = Formal process for teaching all staff all aspects of Tier I system, including all 4 core Tier I practices	<b>Score:</b>  <b>0</b>

		<ul style="list-style-type: none"> <li>• <a href="#">Consistency Activity: Problem Behavior Definitions</a></li> <li>• <a href="#">Consistency Activity: Determining Perceived</a></li> <li>• <a href="#">Consistency Activity: Referral Form Practice</a></li> </ul> <p>New Staff Mini Training Series</p> <ul style="list-style-type: none"> <li>• <a href="#">Foundations of Classroom PBIS</a></li> <li>• <a href="#">Link to MiMTSS Mini Series</a></li> </ul> <p>Staff Training Materials:</p> <p><a href="#">Modules on Six Classroom Practices:</a></p> <ol style="list-style-type: none"> <li>1. Physical Environments</li> <li>2. Classroom Teaching Matrix (Establishing Expectations, Rules, Routines)</li> <li>3. Active Supervision</li> <li>4. Encouraging Appropriate Behavior</li> <li>5. Continuum of Response Strategies for Inappropriate Behaviors</li> <li>6. Engagement &amp; Multiple Opportunities to Respond</li> </ol>		
<p><b>1.7 Action Steps:</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>			<b>By Who:</b>	<b>By When:</b>
<b>1.8 Classroom Procedures</b>	Tier I features (school-wide expectations, routines, acknowledgments, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.	<p>See above documents:</p> <ul style="list-style-type: none"> <li>• Tier 1 lesson plans</li> <li>• Tier 1 teaching/reteaching schedule</li> <li>• Behavior Flow Chart with a continuum of responses</li> <li>• Visual process for how to access support when needed</li> <li>• Written Acknowledgement system reinforcing Tier 1 expectations</li> </ul>	<p>0 = Classrooms are not implementing Tier I</p> <p>1 = Classrooms are informally implementing Tier I but no formal system exists</p> <p>2 = Classrooms are formally implementing all core Tier I features, consistent with school-wide expectations</p>	<b>Score:</b> <b>0</b>
<p><b>1.8 Action Steps:</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>			<b>By Who:</b>	<b>By When:</b>
<b>1.9 Feedback and Acknowledgment</b>	A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and	<ul style="list-style-type: none"> <li>• Written system with all 3 types of Acknowledgments:</li> <li>• <a href="#">Secondary Acknowledgement System Example</a></li> <li>• <a href="#">3 Types of Acknowledgements</a></li> <li>• <a href="#">Acknowledgement System School Examples</a></li> </ul>	<p>0 = No formal system for acknowledging students</p> <p>1 = Formal system is in place and is used by at least 90% of staff OR received by at least 50% of students</p> <p>2 = <i>Formal system for</i></p>	<b>Score:</b> <b>0</b>

	within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.	<ul style="list-style-type: none"> <li>• <a href="#">Class/School-wide Celebration ideas</a></li> <li>• Data to support the use/frequency of the acknowledgments</li> </ul>	<i>acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students</i>	
• •	<b>1.9 Action Steps:</b>		<b>By Who:</b>	<b>By When:</b>
<b>EVALUATION</b>				
<b>1.10 Faculty Involvement</b>	Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgments, definitions, consequences) at least every 12 months.	<ul style="list-style-type: none"> <li>• Surveys or data from staff meetings showing staff input on the 4 core Tier 1 practices</li> <li>• Communication plan (data, barrier removal, successes, struggles)</li> </ul>	0 = Faculty are not shown data at least yearly and do not provide input 1 = Faculty have been shown data more than yearly OR have provided feedback on Tier I foundations within the past 12 months but not both 2 = Faculty are shown data at least 4 times per year AND have provided feedback on Tier I practices within the past 12 months	<b>Score:  0</b>
• •	<b>1.10 Action Steps:</b>		<b>By Who:</b>	<b>By When:</b>
<b>1.11 Student, Family &amp; Community Involvement</b>	Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgments) at least every 12 months.	<ul style="list-style-type: none"> <li>• Family, student, and community input data or survey data on all of the 4 core Tier 1 practice</li> <li>• Communication plan (data, barrier removal, successes, struggles)</li> </ul>	0 = No documentation (or no opportunities) for stakeholder feedback on Tier I foundations 1 = Documentation of input on Tier I foundations, but not within the past 12 months or input but not from all types of stakeholders 2 = Documentation exists that students, families, and community members have provided feedback on Tier I practices within the past 12 months	<b>Score:  0</b>
• •	<b>1.11 Action Steps:</b>		<b>By Who:</b>	<b>By When:</b>
<b>1.12 Discipline Data</b>	Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location,	<ul style="list-style-type: none"> <li>• SWIS or PS Behavior Dashboard Data</li> <li>• <a href="#">Early Warning Indicator Data Tracking Form</a></li> <li>• Universal Screener data (ie SRSS, Student Questionnaire etc..)</li> </ul>	0 = No centralized data system with ongoing decision making exists 1 = Data system exists but does not allow instantaneous access to full set of graphed reports 2 = Discipline data system exists that allows instantaneous access	<b>Score:  0</b>

	time of day, and by the individual student.	<ul style="list-style-type: none"> <li>• <a href="#">Sample Screening and Data Collection Calendar</a></li> </ul>	to graphs of the frequency of the problem behavior events by behavior, location, time of day, and student	
<p style="text-align: center;"><b>1.12 Action Steps:</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>			<b>By Who:</b>	<b>By When:</b>
<b>1.13 Data-based Decision Making</b>	Making: Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.	<ul style="list-style-type: none"> <li>• Barrier Log</li> <li>• Monthly Tier 1 Data/Problem solving agendas and action plans</li> <li>• Student outcome data (behavior, SEL, screeners etc..)</li> <li>• Stakeholder surveys or data meetings showing input on the 4 core Tier 1 practice</li> <li>• Common Area Observation Data</li> </ul>	0 = No process/protocol exists, or data are reviewed but not used 1 = Data reviewed and used for decision-making, but less than monthly 2 = Team reviews discipline data and uses data for decision-making at least monthly. If data indicate an academic or behavior problem, an action plan is developed to enhance or modify Tier I supports	<b>Score:</b>  <b>0</b>
<p style="text-align: center;"><b>1.13 Action Steps:</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>			<b>By Who:</b>	<b>By When:</b>
<b>1.14 Fidelity Data</b>	Tier I team reviews and uses SWPBIS Tiered Fidelity Inventory data at least annually.	<ul style="list-style-type: none"> <li>• Tier 1 coordinator training</li> <li>• Tiered Fidelity inventory completed annual</li> <li>• Action Plan showing the use of the TFI</li> <li>• TFI Walkthrough data</li> <li>• Fidelity check-ins taken monthly by a Tier I team member</li> <li>• Common Area Observation Data</li> </ul>	0 = No Tier I SWPBIS fidelity data collected 1 = Tier I fidelity collected informally and/or less often than annually 2 = Tier I fidelity data collected and used for decision making annually	<b>Score:</b>  <b>0</b>
<p style="text-align: center;"><b>1.14 Action Steps:</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>			<b>By Who:</b>	<b>By When:</b>
<b>1.15 Annual Evaluation</b>	Tier I team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.	<ul style="list-style-type: none"> <li>• Tier I adjustments made based on feedback and data</li> <li>• Tier 1 Professional Development plan for staff based on the data</li> <li>• Tiered Fidelity inventory completed annual</li> <li>• Action Plan showing the use of the TFI</li> <li>• TFI Walkthrough data</li> <li>• Fidelity check ins taken monthly by a Tier I team member</li> <li>• Barrier Log</li> <li>• Common Area Observation Data</li> </ul>	0 = No evaluation takes place, or evaluation occurs without data 1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier I process and/ or not shared with stakeholders 2 = Evaluation conducted at least annually, and outcomes (including academics) shared with stakeholders, with clear alterations in process based on evaluation	<b>Score:</b>  <b>0</b>

1.15 Action Steps: • •	By Who:	By When:
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<b>TOTAL SCORE out of 30 with Walkthrough Data:</b> _____ / 30	<b>Percent of PBIS Tier 1 Implementation:</b> _____ %
<b>Walkthrough Data</b> Behavior Expectations- ___% (90%) of staff listed at least 67% of the expectations Teaching Expectations- ___% (70%) of students listed at least 67% of the expectations Feedback and Acknowledgement was used by ___% (90%) of staff AND received by at least ___% (50%) of students	

**Additional Tier 1 Action Items:**

Action Items:	Who:	When: